

Teaching Literacy in Tennessee Professional Learning Package:

Facilitator Guide

Learning Session #2

This Professional Learning (PL) Package is designed to be collaborative, with lots of discussion and joint exploration. However, we encourage educators to designate a facilitator who can help keep discussion on topic and on pace, prompt further questioning, probe for reasoning, and make connections. The following notes are designed to support the facilitation of this PL Package. Directions for what to do on each page are included in the PL Package Participant Learning Guide. The notes below focus on guiding and extending discussion in ways that deepen comprehension.

Session 2

Section	Facilitator Notes
Opening (page 1) <i>1 minute</i>	Invite a participant to read the summary and objectives aloud. Make sure all participants have access to <i>Teaching Literacy in Tennessee: K-3</i> and the <i>EL Companion</i> .
Revisiting Mr. Hermann's Class (page 2) <i>6 minutes</i>	This discussion is an opportunity to review key ideas from the Mr. Hermann vignette in the <i>EL Companion</i> document. Make sure the following key ideas discussed during the conversation: <ul style="list-style-type: none"> • Students learn and practice phonics skills (long E) and fluency (rate, expression) while building their knowledge of the unit concepts as they reading texts about plants. Mr. Hermann uses different instructional strategies, including a whole group explicit foundational skill lesson and small group reading instruction, which combine phonics and word recognition skills with the reading of authentic texts. • Students have many opportunities to listen (to Mr. Hermann read aloud, to a recording at an independent station), speak (with peers and with Mr. Hermann during whole and small group lessons), read (shared reading and small group reading), and write (interactive writing, independent stations).

	<ul style="list-style-type: none"> Examples of differentiation techniques include: using picture cards during interactive read aloud; using sentence stems during interactive writing; using PVC phonics phones during independent stations; using question stems during small group reading.
<p>Elements of the Literacy Block (page 3)</p> <p><i>6 minutes</i></p>	<p>There are two discussion questions on this page. Make sure educators discuss the following key ideas:</p> <ul style="list-style-type: none"> Different instructional strategies provide different levels of support and challenge to students. For example, the teacher may introduce a challenging concept during an interactive read aloud where the teacher is able to do the reading and provide models/think alouds that support students' comprehension. Then, students take on more responsibility for thinking and application during shared reading or small group reading. Students speak, listen, read, and write throughout the literacy block. While some instructional strategies may emphasize one English language arts strand more than another, they are all connected. For example, an interactive writing lesson focuses on the production of writing, yet the writing prompt is based on a text that was previously read, and students speak and listen to one another to develop their ideas prior to writing. Similarly, foundational skills are connected across the instructional strategies. Students learn a skill during an explicit foundational skill lesson and then practice it during shared reading, small group reading, or at an independent station.
<p>Considering Students' Strengths and Needs (page 4)</p> <p><i>12 minutes</i></p>	<p>Listen to each group as they share their responses. If any of the following key ideas are not discussed, offer them to the group:</p> <ul style="list-style-type: none"> (Group 1) Mr. Hermann uses his knowledge of the Tennessee Academic Standards for science to determine unit concepts, enduring understandings, and essential questions for his unit. Then, based on the complex texts he selects, he identifies the ELA standards that will support students in understanding the texts' key ideas. He uses a scope and sequence document that his school follows to determine which foundational skill to teach. (Group 1) In the <i>EL Companion</i>, we saw Mr. Hermann invite students' families to share pictures of plants from their native country or that were important to them. Mr. Hermann also encourages students to research plants they are interested in at an independent station. The <i>Think Aloud</i> sections in the <i>K-3</i> vignette show how Mr. Hermann uses many sources of data to drive instruction, especially the objectives he chooses for small group reading (page 31). (Group 1) The <i>EL Companion</i> shows many ways that Mr. Hermann considers students' needs. He provides picture cards, sentence starters, and question stems that support students in generating ideas. He assigns student partners purposefully (students with lower levels of English proficiency are paired with students at higher levels). He selects texts for small group reading that support students' needs. He also differentiates independent stations by providing different texts for students to listen to.

	<ul style="list-style-type: none"> • (Group 2) Students build science content knowledge while also building knowledge and skill in listening, speaking, reading, and writing. • (Group 2) Students demonstrate knowledge through speaking and writing. They speak in different ways – answering a question posed by Mr. Hermann, discussing ideas with a partner – and writing in different ways – during interactive writing, at an independent station. • (Group 2) Mr. Hermann selects texts and activities that build and connect knowledge over time. For example, students read about how seeds grow and also have the opportunity to plant their own seeds and watch them grow. Students complete a rigorous end-of-unit task that challenges them to draw information and conclusions from multiple texts to answer the unit’s essential questions. <p>The final question for Group 2 is designed as a transition to the next activity. You may want to write down what Group 2 says about Mr. Hermann’s assumptions about how students learn best; this list could be a helpful springboard for the next activity.</p>
<p>Big Ideas About Teaching and Learning (page 5)</p> <p><i>4 minutes</i></p>	<p>There are no right answers here! Encourage all participants to share their thinking. While some participants may offer more practical responses, like “English learners learn best when they have visual aids,” try to refocus the discussion around bigger picture ideas, like the example provided.</p>
<p>Teaching Literacy in Tennessee instructional Vignettes: Big Ideas (page 6)</p> <p><i>4 minutes</i></p>	<p>Invite participants to read each bullet aloud. Encourage participants to add on to or challenge each bullet. Ask them where in Mr. Hermann’s classroom these big ideas are illustrated.</p>
<p>Instructional Framework</p>	<p>The opening pages of the vignettes are most helpful when answering this question, as they list the specific enduring understandings, essential questions, and academic standards for each unit. You may want to encourage participants to</p>

<p>(page 7)</p> <p><i>5 minutes</i></p>	<p>go back and reread these opening sections to help answer the question. Prompt teachers to connect the daily tasks (filling in a T chart that explains why each animal in <i>The Great Kapok Tree</i> needed the tree) to the end-of-unit task (creating a poster that answers the question “Why do humans need to preserve trees?”).</p>
<p><i>Teaching Literacy in Tennessee: Closing Reflection</i></p> <p>(page 8)</p> <p><i>6 minutes</i></p>	<p>The purpose of this reflection is to prompt educators to make connections to their own practice. While all responses are acceptable, encourage participants to draw deeper connections (e.g., intentionally choosing a series of conceptually linked texts that build deep knowledge of specific concepts as opposed to choosing texts somewhat randomly that have little in common) rather than superficial connections (e.g., if they do or don’t use sentence starters).</p>
<p><i>TOTAL TIME FOR THIS LEARNING SESSION: 44 minutes</i></p>	